**Break Out 4: Capturing Video Evidence**

**Day: 2**

**Time: 12:45 – 2:15pm (90 min.)**

**Session Outcomes:**

* Familiarize with Entry Requirements.
* Use a rubric to purposefully plan instruction and incorporate meaningful strategies.
* Understand how to give and gain appropriate feedback

**Rationale:** Participants will understand the purpose of video recording and the importance of practice.

**Set Up:**projector, screen, laptop, PowerPoint, all activity materials listed below

**Binder Items:**

**Handout:** 5 Star Tips for Videotaping from wiki

**Handout:** Analyzing Video from wiki

**Handout:** Panasonic Video doc (blank)

**Handout:** Panasonic Video doc (questions)

**Handout:** Target Graphic with arrow on wiki

**Handout:** Strategies for Group Feedback (Stratfordgroup doc on wiki)

**Handout:** Whole Group Video on wiki

**Handout – Nancy will create “Why Video”:** All candidates are asked to submit video recordings in two or more of the portfolio entries. It is important to remember that the purpose of the video is to provide an authentic view of your teaching practice. Since assessors are not able to visit your classrooms in person, a video recording is the only indication of how you interact with students, the climate you create in the classroom, and the ways in which you engage your students in learning. A picture is "worth a thousand words" in conveying to others your practice, the decisions you make, and your relationships with students. However, it is not the picture alone that assessors will be looking to score. Your written commentary must reflect what is seen in the video, as it is in the writing that assessors will be able to gather evidence of your rationales for each of your teaching decisions. You must make for assessors the "invisible" "visible" through your written description, analysis and reflection.  
  
At first, your video experience may present a highly inauthentic view of your teaching. When a video camera is placed in the room for the first time, you and your students will most likely behave differently. Some will be quiet and hide from the camera, while others will likely "ham it up" at the first opportunity to become the star of your movie. You as the teacher may also find yourself behaving differently, perhaps more formally than you would if you were not being filmed. It is normal to find the videotaping experience uncomfortable at first. It takes getting used to, and practice is the only remedy. The same can be said of students; only multiple opportunities with a video camera will enable students to behave naturally in its presence. For these reasons, it is highly advisable to practice with a video camera. Place the camera and tripod (or locate a position, for example, on top of a file cabinet) where the camera will receive a good picture of the entire classroom. Record several classes and watch them alone. You will become accustomed to how you look and sound, and you will begin to notice what the students are doing and how their learning could be improved. It is a good idea to make several practice recordings before you make any that you might want to use for your portfolio. This will enable you and your students to become familiar with both the mechanics of video recording and with maintaining a natural demeanor in front of the camera.

Handout – Nancy will make: We need a handout with the PANASONIC acronym in color. ☺

* P- Permission Forms
* A- Audibility
* N- Necessary Equipment
* A- Always Back Up!
* S- Submission Requirements
* O- Optional Equipment
* N- Not perfection
* I - Interaction, Interaction, Interaction!
* C-Camera Person and Placement

Handout – “Help I Can’t Show it All” – Nancy will create.

Because assessors cannot set foot into your actual classroom environment, your video provides you with the opportunity to showcase your actions as a teacher. As educators know, one cannot tell everything there is to know about the quality of one's teaching simply by stepping into the classroom for 15-20 minutes. National Board assessors know your video only provides a "slice" of the larger scope of your teaching practice. That is why the written commentary is so important. It offers candidates the opportunity to describe those actions and explain the nuances of individual teaching decisions.  
  
Ultimately, the video should contain more than just a demonstration of a well-crafted lesson. A well composed commentary should address the intentional effects of each instructional decision that impacts the progress of student learning towards your intended goals. This requires intentional planning on the candidate's part. Prior to the video recording of your lesson, it is important to purposefully plan for the interactions you expect and the environment you want to create in your video segment.

**Procedures:**

1. **Activity One – Panasonic (30 min): *Materials Needed:*** “Why Video” handout, PanasonicVideo doc, PanasonicVideoQuestions doc, door-prizes, PANASONIC acronym handout, “Help I Can’t Show it All” handout,
   1. Read “Why Video” handout.
   2. Using PANASONIC graphic organizer, get into teams and answer one row of questions. Use the blank PANASONIC form to record your answers.
   3. **Facilitator:** teams will depend on number of participants. There are four rows of questions; break up as you see fit.
   4. Once your team has completed answering questions in one row, use the remaining activity time to circulate the room and exchange answers in a “give one-get one” structure.
   5. The team/person that is able to complete the grid by the end of the activity time will win a prize.
   6. **Facilitator:** This activity may need to be started in teams and finished as homework. Prizes can be awarded to the team/person that filled in the most boxes by the end of the allotted time. Advise participants to keep posted parking lot questions; they may be resolved at the beginning of Breakout 5. If, after this activity, parking lot questions are answered, they should remove their sticky notes from the parking lot.
   7. To close the PANASONIC activity, read the “Help I Can’t Show it All” handout.
2. **Activity Two – Tell Me More (30 min): *Materials Needed:*** *Evaluation of Evidence Guide, chart paper, markers, tape*
   1. **Facilitator Discussion:** The National Board has identified several critical links they expect to see in accomplished portfolio entries. These links are tied to the Architecture of Accomplished Teaching and are required from every certificate area. The NBPTS is looking for clear, consistent, and convincing evidence of:

* Students
* Goals/Learning Outcomes
* Instruction
* Assessment
  1. **Facilitator Discussion:** Each certificate is specific in the types of links they require in each entry, therefore, this activity will give you an opportunity to see how they are more specifically described in the *Evaluation of Evidence Guide* (formally the Note Taking Guide) for your certificate area.
  2. Pull out the **Evaluation of Evidence Guide** and locate the video entry you selected to review in the earlier breakout session. Note the four sections of the Evaluation of Evidence Guide and how they are divided. Generally they are divided according to: 1) Aspects of teaching; 2) Instructional links; and 3) The performance as a whole. Annotate/highlight the types of evidence, or ways in which they ask for evidence in the video entry.
  3. **Get Specific**.Read the “Analyzing Video” handout and use before videotaping in your classroom. Refer to it before, during, and after creating your video segments. Assessors will be looking for these types of evidence-based statements.
  4. This “Tell Me More” activity will fast-forward into a scenario where you’ve captured your lesson on video and have drafted your written commentary. In teams, circulate the room and rewrite each vague statement to be more evidence-based and specific. In other words, *show* assessors and not *tell* them. Move around the room in a gallery-walk fashion.
  5. **Facilitator:** Post chart paper on the wall with these "vague" statements that demonstrate evidence of student learning.
* I establish a warm and safe classroom community.
* Students were more confident as a result of my lesson.
* Students were engaged and motivated to learn.
* I ask higher-order thinking questions.
  1. **Closure:** Debrief with a discussion about what conversations ensued while revising the evidence statements on the poster.

1. **Activity Three – Bull’s-eye Video (30 min): *Materials Needed:*** Bullseye handout, blank paper (notebook or white paper, chart paper as needed)
   1. Now that you have gotten specific, now you’re going to bring your video evidence into proper focus – on students. For this activity, you are going to travel back to the lesson you “walked through” in Breakout 3. Think about evidence from that lesson. What do you hear? What do you see? What would be written up as evidence in your commentary?
   2. Using the Bullseye handout for reference, create a personal target that captures this evidence.
      1. In the **center** of your target, write an evidence-based statement. *Example:* “Students were sitting up, participating and asking questions of one another, using language that was reflective of the lesson.”
      2. **1st rung-** Ways in which they supported or facilitated that evidence using "I" statements.
      3. **2nd rung-** Why did you select this method and how does it reflect what you know about accomplished teaching, the standards, or elements of the architecture.
      4. **3rd rung-** What were your goals for students learning? A clearly defined goal should be well thought out, directly linked to your students, and tied to instruction and assessment. Goals should be important and relevant, high and worthwhile, and presented in a way that reflects their importance.
   3. **Get specific!** On the graphic, be more specific about the evidence of aspects of your teaching practice that led to student-evidence in the center of the graphic. The strategies you select to help students achieve the goals should be varied and empowering for students. Assessors are not looking for the quantity of strategies, but ways in which you engage students in meaningful and empowering strategies that move them towards the goals. When you consider the instructional strategies you will employ in this entry, consider the ways in which you demonstrate the quality of classroom interactions in terms of questioning strategies, discussion protocols, and student engagement with the learning. While there is no, one, set of strategies that is effective with all students, accomplished teachers have a wide variety of strategies and know when to use them.
   4. **Closing:** Note where all certificate standards and portfolio entries start...Students. This is by no accident. As you identify the instructional goals and strategies to assist students in reaching those goals, it's important that your choices demonstrate that you know your students, understand their needs, and relate to how they learn. These forms can be used to help get clear feedback on your videotaped segments. It is important to understand/clarify the difference between a "critique" and "searching for evidence in videos."